

# **IHE Bachelor Performance Report**

## **The University of North Carolina at Greensboro**

### **2013 - 2014**

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#### **Overview of the Institution**

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 123 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service, and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others.

The student body reflects the rich cultural diversity of the world, nation and state. In fall 2013, UNCG enrolled about 3600 new undergraduate and graduate students and 1100 transfer students. Of UNCG's 16,306 resident students, 13,640 are undergraduates and 2666 are graduate students, 65% of undergraduates are female and 36% male, and 6% of undergraduates are from other states. The ethnic minority/non-resident alien enrollment is 40%, including 25% African American undergraduate students and 13% African American graduate students. Fall 2013 extension headcount was 1,401, making the total university student headcount 17, 707. Approximately 75% of degree-seeking undergraduate students received financial aid.

The UNCG faculty are committed to excellence in teaching, research, and public service: In 2013-14, there were 1005.4 budgeted FTE faculty positions and the student/faculty ratio was 17:1. Fifty-three percent of full-time faculty are tenured, while 77% hold the doctorate or terminal degree in their fields. Academic schools/programs are organized into Arts and Sciences; Business and Economics; Education; Health and Human Sciences; Music, Theatre, and Dance; Nursing; Graduate School; and, in conjunction with North Carolina Agricultural and Technical State University, the Joint School of Nanoscience and Nanoengineering. Four of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure. In 2012-13, UNCG awarded 3038 undergraduate, 975 masters and specialists, and 134 doctoral degrees.

#### **Special Characteristics**

The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our

programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our professional education unit as a whole and individual programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21<sup>st</sup> century complexity and dynamic change.

The UNCG School of Education (SOE) is organized into six departments: Counseling and Educational Development (CED), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), Specialized Educational Services (SES), and Teacher Education and Higher Education (TEHE). It was ranked 70<sup>th</sup> in U.S. News and World Report ranking of graduate schools of education. Counselor Education was ranked 3<sup>rd</sup> in the nation and Library and Information Studies ranked 22<sup>nd</sup>. The Department of Educational Research and Measurement is a member of the Academic Common Market. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. SES offers an undergraduate educational interpreting program, 1 of 6 in the southeast U.S. and the only one in North Carolina, and a dual major program that combines elementary and special education. The SOE hosts several affiliated programs including NC Principal Fellows Program, the College Foundation of North Carolina, and the Piedmont Triad Education Consortium.

### **Program Areas and Levels Offered**

UNCG's professional education licensure programs are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, and Music, Theatre & Dance) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs, facilitating collaboration and communication among UNCG's 31 licensure areas. Eight undergraduate programs are offered through the SOE, alone or in conjunction with other university academic units; 11 are offered through other schools on campus. The following initial licensure programs are offered at the undergraduate level: American Sign Language (on moratorium); Art; Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance; Education Of The Deaf And Hard Of Hearing; Elementary Education; Elementary/Special Education Dual Major; English; Health/Physical Education; Mathematics; Middle Grades Education in Language Arts, Mathematics, Science and Social Studies; Music; second language studies in French, Latin and Spanish; School Social Work; Special Education: General Curriculum; and Theatre Arts. At the graduate level, the following are offered: Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance, Elementary Education; Elementary/Mathematics; English and English/Language Arts, English As A Second Language; Instructional Technology Specialist; Mathematics; Middle Grades Education; Media Coordinator; Media Supervisor, Music; Reading; School Administration; School Counselor; second language studies In French, Latin, and Spanish; Special Education: General Curriculum; as well as post-master's certificates in School Counseling and Educational Leadership. Elementary Mathematics, English As A Second Language,

Media Supervisor, Reading, and Special Endorsement In Computer Education are offered as add-on licensure programs. UNCG is accredited by the National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<b>In Core Math II (NC QUEST Project)</b>  The Department of Teacher Education & Higher Education in partnership with Rockingham County Schools: McCrary Elementary School Ramseur Elementary School	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  The goal of this partnership is to support elementary grades teachers and administrators in meeting the demands of the Common Core State Standards for Mathematics (CCSSM) in three ways: 1) Extend the learning of partners from the Core-Math I project by	This partnership builds upon and expands the NC QUEST Cycle IX Core-Math I project. It leverages lessons learned to implement the revised 96-hour Core-Math I curriculum (which focuses on deep understanding of the CCSSM learning trajectories as a means of elaborating the CCSSM) for 15 teachers and administrators in the high-need district of Rockingham County Schools. The Core-Math II component of this project responds to	August 2013 – June 2014	30 teachers 6 school leaders (principals, assistant principals, and instructional leaders)	In response to findings of the Core-Math I project, partners proposed Core Math II. It is an extension of the work they began in the Cycle IX project, supporting elementary grades teachers and administrators in meeting the demands of the CCSSM. The project served 30 teachers and 6 school leaders in over 90 hours of professional development on the Common Core State Standards for Mathematics and student-centered instruction.

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	<p>developing a new curriculum that focuses on reform-oriented mathematics pedagogy and offering classroom-based supports;</p> <p>2) Partner with one additional school to support 15 teachers and school leaders in learning and refining the Core-Math I curriculum (earlier project) on the learning trajectories (LTs) on which the CCSSM are based; and</p> <p>3) Develop an instructional support curriculum for teacher leaders and school administrators to help them lead sustainable change through professional learning communities</p>	<p>evaluation data from the previous project by providing Randolph County teachers with 108 hours of in-depth instruction on reform-oriented pedagogy and by providing teacher leaders and administrators with professional development about supporting and sustaining these pedagogical changes. These teacher leaders and administrators subsequently facilitated team-based professional learning communities throughout the 2013-2014 school year, building leadership capacity within the schools. At the conclusion of the project, McCrary and Ramseur teachers will lead a Summer Symposium in 2014 on the Core-Math II</p>			

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	and cognitive coaching.	curriculum for Rockingham County Schools. Building leadership capacity in these schools will position project educators as facilitators for disseminating their learning in other schools in their districts and potentially other districts in the state.			
<b>PROJECT ENRICH:</b> UNCG School of Education in partnership with Winston Salem Forsyth & Guilford County Schools (WSFCS/GCS)  WSFCS: Ashley Elementary School Diggs Latham Elementary School Hall Woodward Elementary School Konnoak Elementary School Kernersville Middle School Wiley Middle School Southeast Middle School East Middle School Walkertown Middle School Philo-Hill Magnet Academy Carver High School	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> NC public school students will be healthy and responsible. <b>Goal:</b> Leadership will guide innovation in NC public schools. <b>Goal:</b> NC public schools will be governed and supported by 21 <sup>st</sup> Century systems.  Specifically, Project ENRICH focuses on the implementation and evaluation of	The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, evaluation of initial licensure programs, and professional development.  By April 2014, four graduate-level residency cohorts had been selected. The 36 members of the first three cohorts have completed their Masters of Education (MAT) or M.Ed. and are completing their	April 1, 2010 through March 31, 2015	2011-12 8 residents program completers  2011-2012 18 residents program completers  2012-2013 10 residents program completers  2013-14 10 residents currently enrolled  More than 500 registrations for professional development  Summer Symposium: 184 participants, including	By spring 2014, four cohorts of graduate-level residents had been recruited, interviewed and enrolled in M.Ed. or MAT in science, mathematics, special education and English as a Second Language. Project ENRICH coaches worked with cooperating teachers for four undergraduate "teams": elementary education juniors, elementary education seniors, dual major (elementary/special education) and middle grades.  As part of program evaluation, clinical faculty, coaches, candidates and others were

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<p>Reynolds High School</p> <p>GCS: Irving Park Elementary School Doris Henderson Newcomers School Guilford Middle School Kiser Middle Mendenhall Middle Jamestown Middle</p> <p>(Residents are in the schools listed above. Additional schools are included in evaluation and professional development.)</p>	<p>improved models for teacher preparation and leadership development.</p>	<p>first, second or third year of teaching in the WSFC and GCS schools. The fourth cohort is completing the residency year and will graduate with master's degrees by December, 2014.</p> <p>In 2013-14, Project ENRICH also delivered professional development workshops and a summer symposium, developed in collaboration with school partners and in response to partners' needs. The summer symposium, with participation open to all school districts, included sessions focused on cooperating teacher training, literacy, Common Core State Standards in Mathematics, Praxis II preparation, and beginning teachers' communication</p>		<ul style="list-style-type: none"> <li>• 115 in Clinical Teacher Academy</li> <li>• 58 in beginning Teacher Institute</li> <li>• 7 in Project CREATE Praxis II Preparation</li> <li>• 4 in Literacy and CCSS Math</li> </ul>	<p>interviewed and classroom observations were conducted. The results of the interviews and observations are used to inform ongoing project activities as well as to support licensure program review and revision. A database provides additional data for project ENRICH and university licensure programs.</p> <p>ENRICH is expected to positively impact teacher preparation, induction support, professional development and student outcomes, with evaluation of these elements being core to the project.</p>

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		<p>and dispositions.</p> <p>In addition, the project, which has offered a two-year sequence of face to face cooperating teacher training for several years, developed online modules for the delivery of this training.</p> <p>Other professional development workshops for beginning and experienced teachers, as well as teacher candidates, focused on topics such as behavior support and classroom management, induction information, differentiation, and life skills for student in inclusionary settings, and strategies for including families as partners in education.</p> <p>Finally, coaches provided</p>			

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		support for clinical faculty and cooperating teachers and facilitated monthly meetings for clinical teachers who worked with residents.			
<b>National Science Foundation-GK-12 Award, Transitioning Minds in a Transitional Community</b>  UNCG Departments of Biology, Chemistry & Biochemistry, Geography and Teacher Education & Higher Education in partnership with Guilford County: Schools Montlieu Elementary School Welborn Middle School Andrews High School	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the goals of the project are to provide opportunities for three groups of participants: a. Promote GK-12 Fellows' learning to communicate research to a wide variety of audiences, develop lesson plans, develop leadership skills, enhance their teaching capability, and engage	This \$2.8 million National Science Foundation Grant-GK-12 award provides opportunities for graduate students in biology, chemistry, biochemistry and geography to work with students and teachers at three schools.  The public school and graduate students explore STEM careers through a rich, multi-tiered instructional program and hands-on scientific investigations.  Teachers participate in professional development through inquiry based activities	2010-2015	9 lead teachers 9 graduate students in each of the three disciplines 400+ students each year	Nine UNCG graduate students spent 10 hours per week in K-12 classrooms working with teachers to develop and deliver hands-on inquirybased science lessons. Graduate students relate their expertise to students and become role models.  Each summer graduate students participate in a one-week workshop. This is followed by a three day workshop with teachers and graduate students.  In addition, each year graduate students, teachers and students organize and implement a hands-on science day for the community. This is held on the Greenway that connects the three schools. Approximately 250 people attended this event in 2013-14.



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	<p>in research activities with students.</p> <p>b. Promote teachers' integration of new STEM research into their teaching and student learning, and take part in professional development on inquiry-based science instruction and their work with diverse student groups.</p> <p>c. Promote K–12 students' becoming engaged in new forms of science learning and research, with an emphasis on hands-on inquiry approaches, and ensure their exposure to a variety of STEM careers.</p>	<p>involving highly integrated sciences.</p> <p>The graduate students improve their understanding of K-12 education, as well as their teaching, leadership, and communication skills.</p>			<p>While increasing student test scores is not a program goal, it appears, anecdotally, that students who have a graduate student in the classroom tend to out-perform other students. Teachers report that having a graduate student scientist in the classroom increases their students' interest in science and careers in science.</p> <p>Two of former graduate students are now teaching science in two of UNCG's partner schools.</p>
<b>Project ExSEL National Science</b>	<b>Goal:</b> NC public schools will	<b>A five-year National Science</b>	<b>2008-2014 (5 years plus</b>	<b>Over the course of the project, 26</b>	<b>The grant provided stipends for interns</b>

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<b>Foundation Noyce Scholarship Program</b>  The School of Education, College of Arts and Sciences and Guilford County Schools	produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the goal of the project is recruitment of science teachers for high need secondary schools.	Foundation award, Project ExSEL, was funded in 2008-09 to recruit science teachers for high needs schools and to provide stipends and scholarships plus teaching support for participants. Advisors inform undergraduate science majors and post-baccalaureate students with degrees in STEM (science, technology, engineering and mathematics) about internship and scholarship opportunities and work with the students after they apply for these scholarships.	one year no-cost extension	students received \$1000 stipends for 100 hours of summer work in science education; 24 students became Noyce Scholars and received \$10,000--\$13,000 a year for up to three years until graduation and North Carolina teacher licensure. Graduate students were awarded scholarships for only one year. Scholars committed to teach two years in a high needs school district for every year they received the Noyce scholarship. Scholars who were hired to teach after program completion received induction support.	and scholarships for scholars, as well as induction support when the scholars began to teach.  Four Noyce Scholars are currently teaching high school science, four are licensed and looking for jobs, two are seeking lateral entry (entry with a temporary license) teaching positions, and five are continuing in the program without financial grants after the program ends.
<b>Extending Children's Mathematics</b>  University of Texas at Austin, UNGC SOE Department of Teacher Education &	<b>Goal:</b> Public schools will produce globally competitive students. <b>Goal:</b> Public schools will be	Participants engaged in a series of workshops on <i>Extending Children's Mathematics</i>	July 2013 – May 2017	36 teachers in 2013-14  Total of 102 teachers for the grant period	Teachers participated in 8.5 days of workshops spread over the summer and throughout the academic year. They also engaged in

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Higher Education, SRI International, and Teachers Development Group in partnership with three school districts in Arkansas: Fayetteville School District Rogers School District Springdale School District	led by 21st Century professionals.  Specifically, the goal of the partnership is to extend teachers' knowledge and skills related to mathematics instruction and learning	that focused on fraction teaching and learning in grades 3-5. In 2013-14, the workshops participants included 36 teachers (approximately 12 from each district) who will participate in workshops for three years. A second cohort of 36 teachers will begin the three-year program in Summer 2014 and a third cohort of 30 teachers will begin the following year and participate for one year			several collaborative activities at each school site. Research, funded by the National Science Foundation, is ongoing: The major goal is to better understand teacher decision making surrounding students' fraction thinking.
<b>High School Partnership Activities</b>  UNCG School of Education faculty in partnership with Guilford County Schools: Smith High School	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> NC public school students will be healthy and responsible.  <b>Goal:</b> Leadership will guide innovation in	In 2013-14, University faculty and teachers participated in a number of collaborative school improvement and student support activities, including the development of training videos about math instruction that is aligned with	2009-present	Varies by initiative.  Math training video project: 5 math teachers 2 district administrators. 1 Smith ESL Coordinator 3 UNCG faculty members 100+ students	UNCG faculty continued to work with and support the work of high school faculty and administrators. Involved in needs assessment and planning since 2009, the faculty and school personnel have maintained a focus on critical areas, such as STEM, ESOL and literacy.  Included in the activities in 2013-14

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	<p>North Carolina public schools.</p> <p>Specifically, the goal of the partnership is to support SOE and Smith High School faculty's collaboration to improve teacher preparation, instruction and student achievement through projects that focus on areas of need for the school and its students.</p>	<p>Common Core State Standards and WIDA Standards.</p> <p>They also participated in professional development about Common Core State Standards, WIDA standards and the use of SIOP instructional strategies.</p>			<p>were the development of a mathematics training video and participation in professional development about English language learners' needs and the SIOP inclusion model.</p>
<p><b>Dance and Content Interdisciplinary Approach</b></p> <p>Dance Education in partnership with Guilford County Schools: Jesse Wharton Elementary School</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p><b>Goal:</b> Leadership will guide innovation in North Carolina public schools.</p> <p>Specifically, the goal of the partnership is the development of interdisciplinary instruction across content areas and dance</p>	<p>Participants engaged in collaborative planning to develop lesson plans and teach classes that use dance as a method to teach content</p>	<p>2001-present Ongoing</p>	<p>17 teachers 26 interns 340 students 1 UNCG faculty member</p>	<p>In 2013-14, more than 340 students, including special populations (English language learners and students with special needs), are served. Positive attitudes, deepening interest, critical thinking skills and creativity result from the experiences.</p>
<p><b>Dancers Connect- Experiences in Dance</b></p>	<p><b>Goal:</b> NC public schools will</p>	<p>Dancers connect with the</p>	<p>Spring 2013- Ongoing</p>	<p>4 teachers 12 interns</p>	<p>Two hundred students are involved</p>

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Dance Education in partnership with Guilford County Schools & Burlington/Alamance County Schools: Elementary and middle schools	<p>produce globally competitive students.  <b>Goal:</b> NC public schools will be led by 21st Century professionals.  <b>Goal:</b> NC public school students will be healthy and responsible.</p> <p>Specifically, the goal of the partnership is to provide dance experiences for students</p>	program at UNCG to offer free dance classes to interested children during two 8-week sessions.		30 volunteers 200 students 1 faculty member	yearly. The program results in a laboratory classroom and community engagement as the dancers provide instruction in dance.
<b>Science of Healthful Living</b>  Health/Physical Education in partnership with Guilford County Schools: Academy at Lincoln (Middle School) Mendenhall Middle School Jamestown Middle School Johnson Street Middle School Eastern Middle School Southern Middle School  Surry County Schools: Meadowview Middle School Central Middle School Pilot Mountain Middle School Sam Gentry Middle	<p><b>Goal:</b> NC public schools will produce globally competitive students.  <b>Goal:</b> NC public schools will be led by 21st Century professionals.  <b>Goal:</b> NC public school students will be healthy and responsible.</p> <p>Specifically, the goal of the partnership is to increase students' knowledge of and interest in science careers.</p>	<p>Physical Education teachers taught 120 lessons (40 lessons for 6<sup>th</sup>, 7<sup>th</sup>, &amp; 8<sup>th</sup> grades) in the Science of Healthful Living curriculum and tested students on cognitive health-related science concepts.</p> <p>Teachers attended three professional development workshops to learn to teach and assess students using the new protocols.</p>	2011-12 through 2015-2016	44 teachers 10,747 students 2 UNCG faculty members	This is the third year of a 5-year National Institute of Health funded project. Information about outcomes will be available in future reports.

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<p>School</p> <p>Winston-Salem/ Forsyth County Schools: Paisley Middle School Jefferson Middle School</p> <p>Yadkin County Schools Starmount Middle School Forbush Middle School</p> <p>Asheboro City Schools North Asheboro Middle School South Asheboro Middle School</p>					
<p><b>Teacher Research about Implementation of the Common Core State Standards</b></p> <p>Department of Teacher Education &amp; Higher Education in partnership with Guilford County Schools: Guilford Middle School</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the goal of the partnership is to engage in-service teachers and UNCG faculty in research as a means for systematically examining the implementation of Common Core Standards in classrooms</p>	Teachers participated in five monthly three-hour sessions led by UNCG faculty to learn about and conduct practitioner research.	2013-14	6 teachers 1 UNCG faculty member	Participants defined a question relating specifically to their own classrooms and the implementation of Common Core State Standards, created a research plan, systematically collected data, analyzed data, developed a presentation for results, and shared their work at a conference.
<b>English Language</b>	<b>Goal:</b> NC public	Teachers	2013-14	6 teachers and	Participants

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<b>Learners' Perceptions of Belonging</b>  Department of Teacher Education & Higher Education in partnership with Winston-Salem/Forsyth County Schools: East Forsyth Middle School	schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> NC public school students will be healthy and responsible.  <b>Goal:</b> Leadership will guide innovation in North Carolina public schools.  Specifically, the goal of the partnership is to explore English learners' perception of belonging in their school and the educational implications of these perceptions.	participated in monthly meetings (on-going) to identify strategies they could use to enhance English learners' sense of belonging, assess the impact of strategy implementation, and reflect on and discuss their findings.		their English language learners (ELL students) 4 UNCG faculty members	<ul style="list-style-type: none"> <li>collaboratively designed strategies for teachers to use</li> <li>learned from the insights that emerged from meetings and the implementation of strategies</li> <li>acquired resources: artifacts related to the identified instructional strategies, including school library books for English language learners</li> </ul>
<b>Theatre Experiences for Students</b>  Theatre Education in partnership with Wake County Schools: Bugg Elementary School Enloe High School  Catawba County Schools: Lyle Creek Middle School Foard High School	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the goal of the partnership is to increase and	The North Carolina Theatre Arts Educators (NCTAE), in collaboration with the Theatre Department at the University of North Carolina Greensboro strives to increase and foster playwriting in	Ongoing This report is for 2013-14	5 teachers 5 members of NCTAE 1 Triad Stage director 18 students 4 UNCG faculty members, 53 UNCG students	Five student plays were produced at Triad Stage on February 22, 2014. NCTAE awarded cash prizes to the five award-winning plays (from 18 submissions).

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	foster playwriting in North Carolina Public schools, with a focus on the process of playwriting and the support of the emerging playwright and the teachers who instruct them.	North Carolina public schools. A committee from NCTAE selects five scripts to send to UNCG for the NC Young Playwrights Festival Showcase. UNCG students direct and prepare a staged reading of each selected script and the student playwrights attend the final rehearsal of their script. The five scripts are presented to the public, participating students from around the state, and their teachers. A discussion with the actors, director and playwrights follow each show.			
Teaching Resources Center (TRC), University Libraries in partnership with Alamance/Burlington Schools Asheboro City Schools Chatham County Schools Davidson County Schools	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.	Faculty, staff and administrators in the school districts may request borrowing privileges for all materials in the University Libraries and	December 2009- Ongoing	Open to all faculty and administrators in these districts	Teachers from area schools frequently use items from the TRC collection for their classrooms.



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Davie County Schools Lexington City Schools Mount Airy City Schools Randolph County Schools Rockingham County Schools Stokes County Schools Surry County Schools Thomasville City Schools Winston-Salem/ Forsyth County Schools Yadkin County Schools: All schools in the districts	Specifically, the goal of the partnership is to provide access to TRC resources for teachers in the Piedmont Triad school systems	Teaching Resources Center's collections.			
<b>Engaging Diversity for Student Learning</b>  Department of Teacher Education & Higher Education in partnership with Guilford County Schools: Hairston Middle School (USTEP Project)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> NC public school students will be healthy and responsible.  <b>Goal:</b> Leadership will guide innovation in North Carolina public schools.  Specifically, the goal of the partnership is participation in collective activism,	Participants attended five monthly professional learning community meetings focused on designing, implementing, and documenting the results of learning experiences that harness the school's cultural, linguistic, racial, and ethnic diversity.	2013-14	6 teachers 1 administrator 2 UNCG faculty members	Participants <ul style="list-style-type: none"> <li>• collaboratively designed strategies for teachers to use</li> <li>• shared insights that emerged from professional learning community meetings and implementation of strategies</li> <li>• acquired artifacts, such as teacher journals</li> <li>• presented at professional conferences</li> </ul>

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	engaging the school's cultural, linguistic, racial and ethnic diversity to support student learning				
<b>Professional Development about Common Core State Standards &amp; Essential Standards</b>  Department of Teacher Education & Higher Education in partnership with Chatham County Schools: Siler City Elementary School (USTEP Project)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the goal of the partnership is to enhance knowledge about English Language Arts Common Core State Standards & Social Studies Essential Standards	Participants engaged in professional development, coaching, and lesson support related to English Language Arts Common Core State Standards & Social Studies Essential Standards	2013-14	8 teachers 1 administrator 1 UNCG faculty member UNCG 8 Masters of Arts in Teaching students	Teachers participated in professional development and other support activities to improve their understanding and implementation of Common Core and Essential standards
<b>Social Studies Unit: African American Art</b>  Department of Teacher Education & Higher Education in partnership with Guilford County Schools: Murphey Traditional Academy (elementary) (USTEP Project)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> NC public school students will be healthy and responsible.  <b>Goal:</b> Leadership will guide	Participants attended in workshops to support core classroom teachers' development of a social studies unit that focuses on key African American artists, skills to analyze art texts, and effective classroom	2013-14	20 teachers 1 administrator 1 UNCG faculty member 6 UNCG Masters of Arts in Teaching students	Teachers participated in professional development and planning.  Teachers and students will participate in a field trip.  The school acquired 18 class sets of art prints.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	<p>innovation in North Carolina public schools.</p> <p>Specifically, the goal of the partnership is to engage core classroom teachers and UNCG Elementary MAT candidates in professional development that emphasizes culturally relevant pedagogy, social studies, art appreciation, Paideia Seminars (protocol for classroom dialogue) and writing instruction.</p>	<p>dialogue protocols (Paideia seminars) that are followed by extensive writing experiences. The culminating event, which will take place in Fall 2014, includes a visit by students to the UNCG Weatherspoon Art Museum and displays of student writing and art work.</p>			
<p><b>Inclusionary Practice Using a Co-Teaching Model</b></p> <p>Department of Teacher Education &amp; Higher Education in partnership with Rockingham County Schools: McMichael High School (USTEP Project)</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p><b>Goal:</b> NC public school students will be healthy and responsible.</p> <p>Specifically, the goal of the partnership is to improve inclusionary</p>	<p>The McMichael Inclusion Team attended a one-day professional development workshop and was released for a half day of planning.</p>	2013-14	<p>1 administrator 2 teachers 1 UNCG faculty member 2 UNCG Principal Fellows</p>	<p>Teachers participated in professional development regarding planning and implementation of a co-teaching model.</p> <p>They also acquired professional books regarding co-teaching.</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	practice using a co-teaching model				
<b>Externships in STEM</b>  Health/Physical Education in partnership with Surry County Schools: Gentry Middle School (USTEP Project)	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p><b>Goal:</b> Leadership will guide innovation in North Carolina public schools.</p> <p>Specifically, the goal of the partnership is to support participation in professional development/ externship opportunities for Science, Technology, Engineering and Math (STEM) middle school teachers and enhance the STEM curriculum using a project-based learning model.</p>	School and university faculty collaboratively identified objectives for STEM externships and developed project-based instructional units	2013-14	3 administrators (principal, STEM coach, Director of Secondary Education 1 UNCG faculty member	Funded six externships and developed STEM project-based learning units
<b>Heritage Language Academy</b>  Department of Teacher Education & Higher Education in partnership with	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be</p>	A USTEP grant provided funds to pay teachers to teach six Saturdays sessions of the Heritage	2013-14 (continuation of 4-year program that was previously supported by	7 teachers 9 parents 13 students in Balfour 13 students in NAMS 1 UNCG faculty	All activities were completed.  Student academic performance in benchmark testing improved.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Asheboro City Schools: Heritage Language Academy at North Asheboro Middle School & Balfour Elementary School (USTEP Project)	led by 21st Century professionals. <b>Goal:</b> NC public school students will be healthy and responsible.  Specifically, the goal of the partnership is the refinement of Heritage Language Academy (HLA) curriculum and activities	Language Academy (HLA) for 26 students, provide a computer literacy class for nine parents, and conduct teacher action research on HLA  Teachers leverage students' first language (Spanish) to promote their academic success in reading and math.	the TESOL for ALL grant)	member	Parents received a certificate of completion
<b>Instructional Strategies for Reading Comprehension</b>  Department of Teacher Education & Higher Education and Department of Specialized Education Services in partnership with Rockingham County Schools: Reidsville Middle School (USTEP Project)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the goal of the partnership is to improve literacy instruction practices related to reading comprehension	Teachers participated in professional practice and planning related to <i>Effective Reading Comprehension Practices</i> for 6 <sup>th</sup> graders, students with special needs, English language learners, and other struggling readers.	2013-14	1 Literacy Coach 1 ESOL teacher 7 sixth grade teachers 5 special educators 2 UNCG faculty members 1 special education doctoral candidates	Participants improved their understanding of Effective Reading Comprehension Practices.  Resources were provided: J. Zwiers' <i>Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities</i>
<b>Co-Teaching in Science</b>  Department of Teacher Education & Higher Education in partnership with	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be	Participants collaborated in sixth grade science instruction using <i>Examining Empowering</i>	2013-14	1 teacher 4 6 <sup>th</sup> grade students 2 UNCG faculty members	Participants planned instruction, engaged in learning and teaching, and conducted research related to ESCoP science instruction.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford County Schools: Kiser Middle School (USTEP Project)	led by 21st Century professionals.  Specifically, the goal of the partnership is to plan, teach and conduct research on the process of co-teaching science units.	<i>Science Ed in 6<sup>th</sup> Grade Community of Practice</i> (ESCoP)			Curricular materials were also purchased.

## B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

### a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

In order to ensure that candidates are able to support the education of globally competent students, all licensure programs “re-visioned” their licensure programs in alignment with new state standards for teachers and school executives. The redesigned programs were implemented no later than the 2010-11 academic year.

A major emphasis of the new programs is the preparation of P-12 students for 21st century realities: Greater emphasis has been placed on problem solving and critical thinking, attention to diversity, and multiple literacies, including technology competencies.

A number of professional education candidates possess technology skills when they enter their preparation programs. However, most teacher education programs require candidates to complete a technology course, LIS 120, which focuses on both general technology skills and educational applications. Other teacher education programs include the course as an option.

Teacher candidates use educational applications of technology in content and pedagogy courses, in alignment with the North Carolina Professional Teaching Standards and UNCG’s emphasis on preparing future ready teachers, demonstrating their ability to use technology and incorporate it in their students’ learning. All candidates, in teaching and other school-based professions, complete

course and capstone projects that require the use of technology for both delivery/presentation of these assignments and the development of individual artifacts that comprise the assignments, such as instructional plans and assessment of student learning.

UNCG is aware of the need to prepare professional candidates to both use and teach technology skills. The University provides a rich array of professional development and support services for faculty, including the Faculty Teaching and Learning Center, which offers workshops and just-in-time training. The School of Education has a technology committee that steers technology innovation and use. Staff provides continual online and face to face support for faculty and students. The School of Education is currently developing a makerspace that will be utilized by faculty, students, and public school partners for innovative use of technologies.

**b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

All reading and language arts methods courses have been revised to focus more on the content knowledge needed for the new Foundations of Reading test: phonics, phonemic awareness, vocabulary development, fluency, and comprehension. In addition, a new course linguistics (TED 335) was developed to ensure students have the necessary knowledge about the role that language development plays in understanding early reading instruction. Elementary, Special Education, and Elementary/Special Education Dual Major candidates will take the course. Other majors may require the course in the future. Elementary candidates are also required to take, at minimum, MAT 115 College Algebra, TED 222 Math for K-5 Teachers (that focuses on pedagogical content knowledge), and math methods. All elementary and special education courses have been aligned with the Common Core State Standards as part of programs' continuous improvement and have been aligned with NCATE and North Carolina Professional Teaching Standards.

**c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Elementary education candidates learn about and use discipline-appropriate formative and summative assessments in every methods course and student teaching. Candidates construct classroom assessments and learn about standardized measures, collect and analyze student performance data, and use those data to make instructional decisions, including differentiating learning strategies. Moreover,

coursework addresses digital systems, especially those that schools in the region are currently using. Candidates' knowledge and skills are assessed in lesson and unit plans that they develop as course assignments and in artifacts for their capstone teaching portfolios: Evidence 3-Instructional Planning and Evidence 5-Impact on Student Learning.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

Students are required to take two teaching methods from the fines arts (Art, Dance, Music, or Theater), selecting from ART 367, MUS 361, DCE 345 or THE 315. The courses are specifically geared to the needs of elementary education students and, as such, provide students with skills and strategies that they use to develop unit plans and individual lessons during their internships and student teaching. In addition, the arts are integrated into content methods course in Reading, Math, Science, and Social Studies as appropriate for interdisciplinary teaching and learning of content, differentiation, and assessment in each discipline.



## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	4
	Asian/Pacific Islander		Asian/Pacific Islander	7
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	64
	Hispanic	2	Hispanic	20
	White, Not Hispanic Origin	100	White, Not Hispanic Origin	371
	Other	2	Other	15
	<b>Total</b>	<b>115</b>	<b>Total</b>	<b>481</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	22
	Other		Other	1
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>28</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	14
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>17</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	28
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	65
	Other	2	Other	3
	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>102</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	5
Elementary (K-6)	0	0
Middle Grades (6-9)	3	5
Secondary (9-12)	3	4
Special Subject Areas (k-12)	6	7
Exceptional Children (K-12)	3	4
<b>Total</b>	<b>15</b>	<b>25</b>
Comment or Explanation:		

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN SAT Total	1,195
MEAN SAT-Math	567
MEAN SAT-Verbal	570
MEAN ACT Composite	27
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CORE-Combined	N/A
MEAN CORE-R	*
MEAN CORE-W	*
MEAN CORE-M	*
MEAN GPA	3.30
Comment or Explanation:	
*-Less than five scores reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	12	12		2
Elementary (K-6)	24	64		
Middle Grades (6-9)	3	13		5
Secondary (9-12)	8	30		2
Special Subject Areas (K-12)	12	50		2
Exceptional Children (K-12)	12	26		9
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>71</b>	<b>195</b>		<b>20</b>
Comment or Explanation:				

#### E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	141	100
Spec Ed: General Curriculum	48	100
Institution Summary	189	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	52	155	30	22	0	1
U Licensure Only	3	3	2	2	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3	3	0	0	0	0
U Licensure Only	2	4	0	0	3	1
Comment or Explanation						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	358	91	68
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC  
in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford Co Schs	1,498
Winston-Salem/Forsyth Schs	672
Randolph Co Schs	387
Wake Co Schs	349
Alamance-Burlington Schs	316
Rockingham Co Schs	268
Charlotte-Mecklenburg Schs	238
Davidson Co Schs	217
Durham Public Schs	130
Asheboro City Schs	129

**I. Satisfaction of program completers/employers with the program in general  
and with specific aspects of the program, as rated on a 1 (lowest) to 4  
(highest) scale.**

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full- time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
126	22	109